

Title III English Learners Presentation to the MDE Board of Education

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Objectives of Session

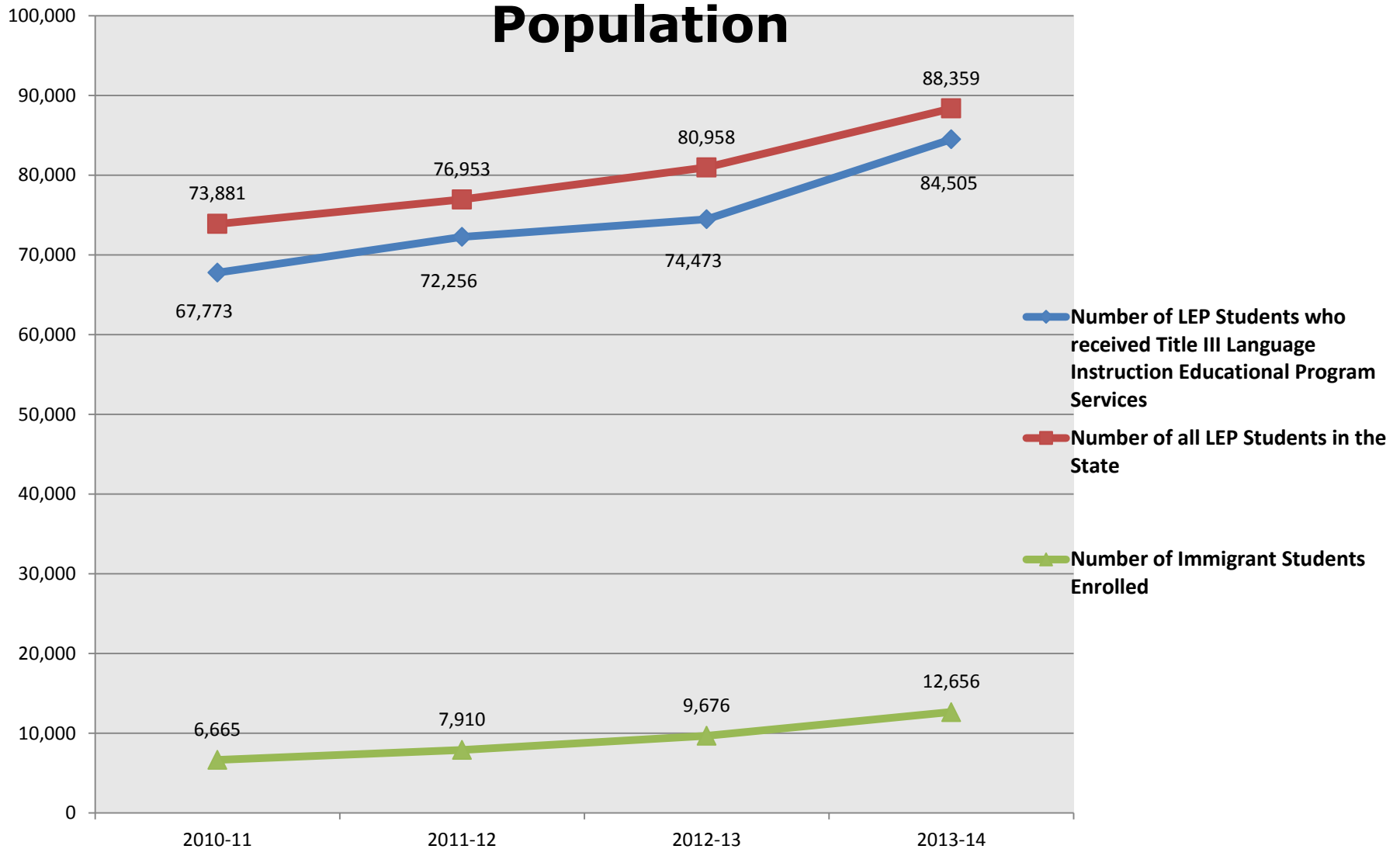
- Overview of Legislative requirements
- Program purpose and objectives
- Supports and services
- Assessment and accountability

Legislative Requirements

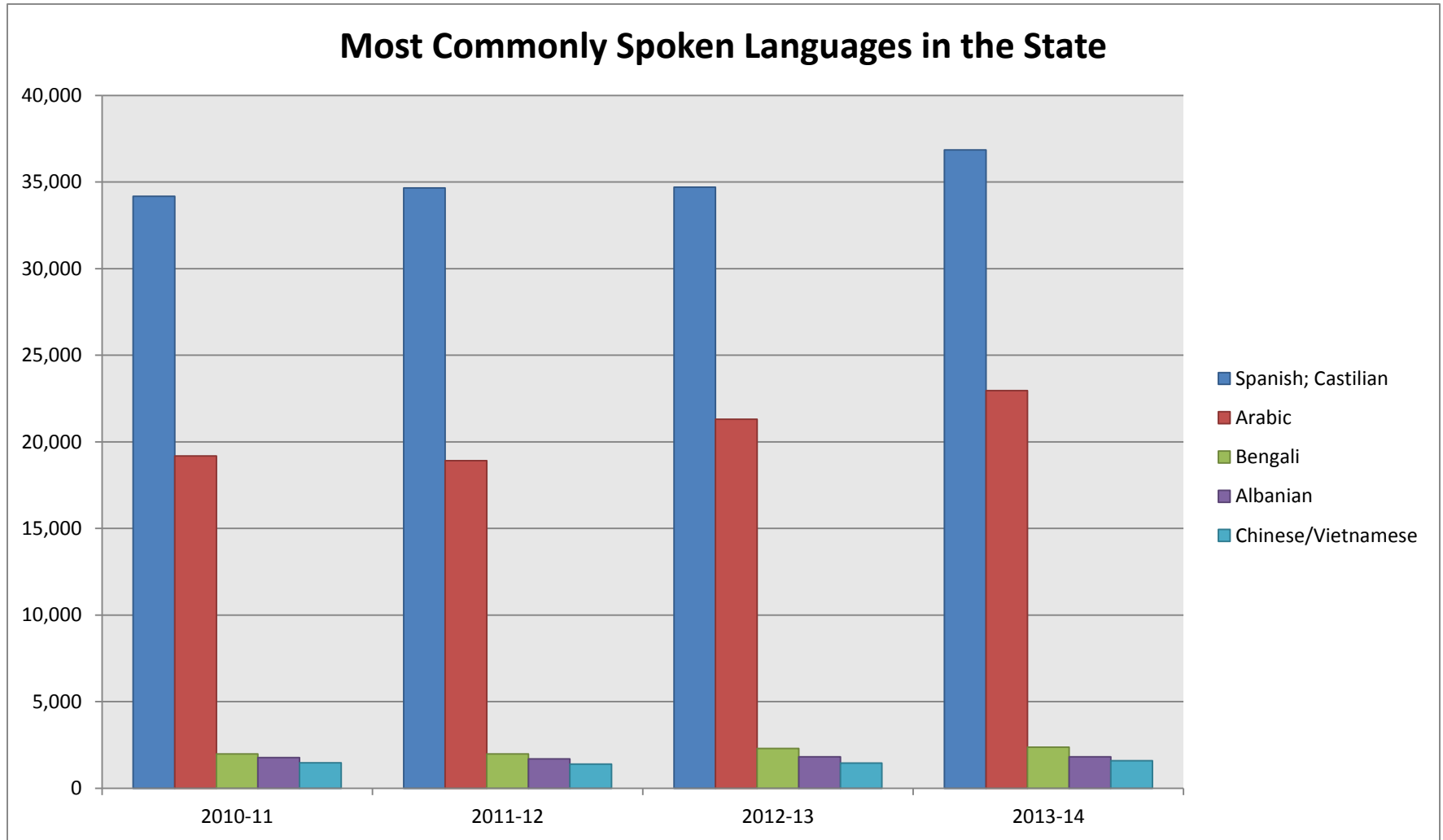
Federal Laws Governing English Learners (EL) education:

- OCR: Removing language barriers and equal access to free public education.
- ESEA Title III: Meeting the state language, content and performance standards as measured by state assessments.
- ESEA Title I: Participate in state assessments and accountability measures.

English Learners: Michigan's Growing Population



Most Commonly Spoken Languages in MI



EL/Title III Program Supports

- Districts Title III plans in the district improvement plan, revise and evaluate it annually.
- The plan includes steps for improving program, robust staff development and family literacy.
- MDE monitors, provides guidance and training to ensure the plan is implemented with fidelity and coordinated with state and federal funds.
- MDE provides annual and ongoing regional trainings on instructional strategies for ELs.

Impact of Supports

- English learners are demonstrating steady progress in reading and mathematics despite language limitations.
- Achievement results of formerly ELs show their progress is commensurate with non-ELs.
- Number of bilingual/ESL endorsed teachers teaching ELs has increased from 457 to 721 in three years.
- MDE's Title III program was audited by USED in 2013 and issued no findings.

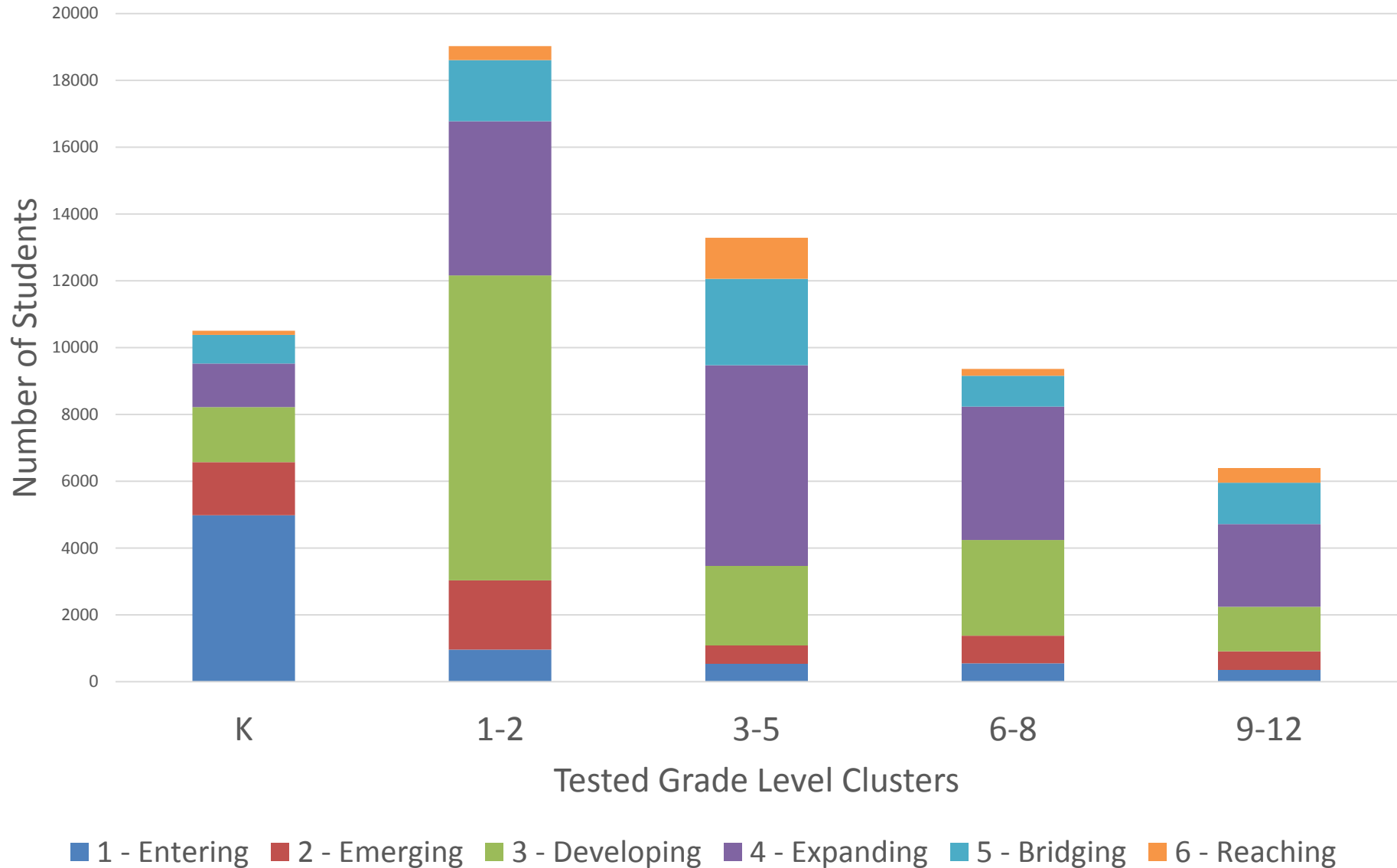
ELL Assessment and Accountability

- Michigan is required to:
 - Have high quality standards for English language
 - Deliver assessments that measure both English Language Proficiency AND content standards in all required subjects
 - Hold schools and districts accountable on the performance of the ELL subgroup on all tested subjects
 - Hold districts accountable for their English language proficiency levels AND the progress of ELL students toward proficiency (known as AMAOs)

English Learner Assessment and Accountability

- Fall 2012: SBE approval of adoption of the WIDA English Language Development Standards
- Fall 2013: Michigan schools began using the corresponding K-12 assessments which measure students Listening, Reading, Writing, and Speaking skills
 - WIDA ACCESS Placement Test (W-APT) – Screener
 - WIDA ACCESS for ELLs – Summative annual
 - WIDA Alternate ACCESS for ELLs – Summative annual for ELs who are also Students with Disabilities

2014 WIDA ACCESS for ELLs Student Performance



Historical Counts & Percentages of Title III Districts Meetingⁱ Annual Measurable Achievement Objectives (AMAOs)

Academic Year	Total N Title III Districts ⁱⁱ	AMAO 1 - Progress		AMAO 2 - Proficiency		AMAO 3 - Scorecard		AMAO 4 - Participation		AMAO 5 - Overall	
		N	Percent	N	Percent	N	Percent	N	Percent	N	Percent
2012-13	291	147	51%	263	90%	242	83%	To begin reporting in 2013-14		121	42%
2011-12	262	183	70%	256	98%	243	93%			172	66%
2010-11	272	226	83%	265	97%	272	100%			221	81%

ⁱCounts and percentages provided include both Title III districts meeting AMAOs and also those Title III districts having a status of "n/a" because they do not have enough students to be evaluated for that AMAO.

ⁱⁱTotal n counts will differ slightly from previously published files which inappropriately excluded Title III districts that did not administer any ELL assessments. These districts should have been included and had values of N/A. This effected 21 districts in 2010-11 and 5 districts in 2012-13.

AMAO	Question being measured
AMAO 1 – Progress	Are enough ELL students progressing toward achieving English language proficiency?
AMAO 2 – Proficiency	Are enough ELL students achieving English language proficiency?
AMAO 3 – Scorecard	Are enough ELL students meeting proficiency, or improvement, targets in the content areas of Math and Reading/ELA?
AMAO 4 - Participation	<p>Were all, or nearly all, students administered the English language proficiency test so that:</p> <ol style="list-style-type: none"> 1. All, or nearly all, students can see their progress toward English language proficiency? 2. MDE can determine whether the results represent all, or nearly all, ELLs in the district?
AMAO 5 – Overall	Is the district meeting all AMAOs?

Requirements for inclusion in assessment and accountability

- Any student who is determined to be an EL is required to take an assessment of English language proficiency each year, as part of determining whether or not they have obtained English language proficiency
- All EL students are also required to take the content assessments (M-STEP or MI-Access) and scores are included in school and district accountability for Title I
 - USED allows (and Michigan utilizes) a one year exception for students who have been in the country for less than one year.
 - This is an exception from test participation in ELA
 - Students still have to take all other subjects but scores can be excluded from Title I accountability determinations
 - MDE has requested flexibility from USED to a) give them flexibility on testing in other subjects and b) to have more years of exception and has been denied.
 - EL students are only included in Title I accountability designations if they are full academic year
 - All EL students must be included in Title III accountability designations (AMAOs). MDE assigns the results to the district which has had the most contact with the student.

Questions and Discussion: English Learners

- Services
- Assessments and Accountability